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SELECTED MILITARY TRANSLATIONS

ON EASTERN EUROPE (3)

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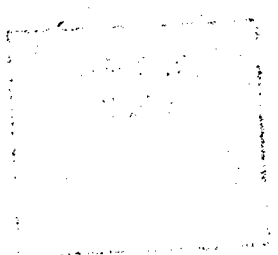
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FOREWORD

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SELECTED MILITARY TRANSLATIONS
ON EASTERN EUROPE (3)

INTRODUCTION

This is a series publication containing translations of items of military interest from various publications of the Eastern European countries. This report contains translations on the subjects listed in the table of contents, arranged alphabetically by country.

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CZECHOSLOVAKIA

The Influence of Party Organizations
On the Work of Staffs

[Following is the translation of an article entitled "Vliv stranickych organizaci na praci stabu" (English version above) by Major Rudolf Kulovany and Captain Vlastimil Matus in Obrana Lidu (Defense of the People), Prague, 18 August 1960, page 5. CSO: 1122-S]

In preparing for the field exercise we centered the concern of party organizations in the staffs of units of all levels which were participating in the exercise. The goal of this influence of party organizations and the political apparatus on the work of staffs was to achieve the solution of all tactical and operational problems outstandingly, with initiative, and in a creative manner in the spirit of the new regulations. For this reason Communists on the staffs of companies and platoons struggled to fulfill the slogan set before them: "Prepare Concretely and Fulfill Each Task With Initiative."

In the period of preparation for the exercise, membership meetings of party organizations in all staffs were called. Communists were assigned tasks and also shown the role which they were to play during the exercise. The company staff organization held two membership meetings. At the first, the deputy commander gave report on the new aspects of the nature of the initial period of a war. The report and the discussion which followed contributed significantly to the elucidation of a number of questions pertaining to the style and method of work in a combat situation during the initial period of contemporary war.

Similarly, in the staffs of the regiments which were to participate in the exercise, party organizations oriented staff workers toward mutual cooperation regardless of specialization; toward establishing conditions for the meaningful, smooth, and organized work of the entire staff or of the staff component commanding during combat action. In quite a few cases the membership meetings charged individual Communist leaders with specific tasks, especially as regards the active political work with personnel. In several companies, some party members were assigned duties in the subunit engaged in the exercise, and they were responsible for the political work with personnel in this particular unit. These persons were the principal functionaries from the staff: for example, in the artillery battery, the membership meeting passed a resolution charg-

ing comrades Bergl, Vintr, Suchan, and Hájny with calling plenary meetings of the party organizations in batteries for the purpose of acquainting the soldiers with all the planned missions of the exercise and to discuss them in connection with a pledge to become a model company [battery].

Even during the very course of the exercise, a very pressing need for party influence on the work of the staffs was felt. Certain comrades belittled the meaning of the exercise and considered it just a current command-and-staff study. They failed to understand that in preparing to operate during the initial stage of development of war, the situation changes quickly and does not permit any stereotyped pattern prepared beforehand. The power of the party organizations and political apparatus was utilized by us for a thorough explanation of the fact that this was an exercise to be developed in the spirit of the new regulations, which depend fully on the growth of initiative in solving operational and tactical tasks. Despite the inducement of the party organizations of the staffs participating in the exercise toward collective work for the purpose of mutual cooperation, which was directed to the officers, there appeared signs of individualism; this happened especially when people were overtaxed by work and nervousness was increasing accordingly. Some officers failed to take into account the tasks as a whole in their efforts to obtain maximum results in their own fields.

These incorrect tendencies received attention from the party organs, which tried to eliminate them through active party operation in the collectives. We have found that concentrated party influence on the staff leads to agreement in a number of opinions on common problems in the work of the company, in the activity of the staff, as well as in the questions of command. And this is the principal meaning of party work in the staff during tactical exercises.

New Directives for General Training and Basic Defense
Preparations for Svazarm Members

[Following is the translation of an article entitled "Vseobecný výcvik a základní branná příprava podle nových směrnic" (English version above) by Colonel Čmelík in Obrance Vlasti (Defense of the Fatherland), Prague, 19 August 1960, page 5. CSO: 1165-S]

New regulations will come into force 1 January 1961 * New basic defense preparation in the spirit of the new regulations and orders of the Czechoslovak Army * Basic rifleman's training exclusively in the basic defense preparation *

The present directives on organizing, operating and managing the general training of members and non-members of Svazarm, which have been in force for over four years, have already fulfilled their purpose. Tens of thousands of Svazarm members, especially youths, have taken an active part in and have completed training in the basic military disciplines and have thereby contributed considerably to the defense of our Fatherland.

Having considered the many opinions and various suggestions, especially those of active workers in the general training, and using the valuable experience acquired, the Central Section for General Training along with the Department of the General Program Section of the Svazarm Central Committee arrived at the conclusion that it was necessary to rework the present directives and adjust them to the present-day needs and requirements of the movement.

What Is in the New Directives

The new directives stipulate that the general training shall consist of basic defense preparation, large-scale defense contests (DZBZ [Dukelský Závod Branné Zdatnosti --- Dukla Contest of Defense Efficiency] and SZBZ [Sokolov Contest of Defense Efficiency]), defense actions (defense marches, defense exercises, orientation marches and contests, and various competitions, such as target and distance grenade throwing, shooting, etc.), and summer tent camp.

The extent of training, determined goals, and methods of instruction for organizing and conducting the training of members

of basic defense preparation troops are established in detail in the program of basic defense preparation.

The present directives had to be altered somewhat as regards the new regulations and orders of the Czechoslovak Army.

The objective of the new directives for basic defense preparation is to give to our citizens on an extensive basis the main characteristics, knowledge, dexterity, and habits needed by everyone in order to be able to contribute actively to the consolidation of the defense of our socialist country.

The directives are divided into the basic and elective [literally "interest"] parts.

The basic part is obligatory for all trainees who voluntarily join basic defense preparation troops.

The elective part enables both the members and non-members of Svazarm to select an activity to their liking and interest, and to widen their knowledge of sapping, skiing, swimming, etc.

Methods instruction gives the specifics of preparing and conducting correctly a given task with trainees from the point of view of methods used. Great emphasis is placed on the forms of conducting the training in order to make it interesting and attractive.

In carrying out training the principle must be adhered to that the training be predominantly practical. As regards theoretical education, it is explicitly required that various visual aids (sketches, pictures, training films, etc.) be used.

The Evaluation System

One of the most important and most interesting chapters of the new directives is the description of the evaluation of basic defense preparation.

Evaluation of the basic defense preparation is done gradually, in the course of training. Those trainees who have completed and mastered the basic defense preparation themes will participate in a composite contest in defense events, which is a part of the evaluation.

The contest consists of events which were covered in the training. The contests are organized under the sponsorship of shop organizations and clubs. The winners enter okres contests, with the winners of these entering kraj contests.

The contests are graduated. For example, in shop organizations and clubs there are four events in the contest; in the okres rounds there are six events; and in the kraj rounds there are eight events.

In each round there is a fixed number of points which entitle the winner to a medal, namely: a bronze medal in the local round, a silver medal in the okres round, and a gold medal in the kraj round.

With the kraj round the contest is completed. A national championship of the CSSR for this kind of training will not be organized.

The new directives stipulate the quantity of shot, cartridges and targets per trainee to be distributed free.

Expenses of all kinds connected with the organization and conducting of the general training will be met by the organizing bodies.

The managing committee of the Central Committee of Svazarm in its meeting of 29 July 1960 approved unanimously the draft of the new directives for general training and the program for basic defense preparation and proclaimed 1 January 1961 as the day they will come in force.

An Immediate Task: To Know the New Changes

The new directives and programs will be speedily distributed to shop organizations and Svazarm clubs in sufficient quantity. They will be published in one pamphlet, in which as a supplement will also be the directives of the Central Committee of Svazarm for organizing and conducting defense exercises and the directives for constructing summer tent camps.

By the end of this year there will be realized instructions-methods training for the organizers and instructors of the general training program of all grades, in which the participants will be acquainted in detail with the new training documents for organizing and conducting the new general training.

It will be the task of all shop organizations and clubs, and okres committees and kraj committees of Svazarm, to acquaint all members with these important documents as soon as possible and thereby establish the necessary conditions for shop organizations and clubs to organize and conduct defense training, especially in the basic defense preparation, which is meant for the wide masses of all working people.

Let the Collective Speak - - - - -

[Following is the translation of an article entitled "Necht promluvi kolektiv" (English version above) by Lt Col of Justice Slavomir Vrana in Obrana Lidu (Defense of the People), No 214, Prague, 2 September 1960, page 5. CSO: 1164-S]

The collective -- an ally in the struggle against lack of discipline and crime * What is and what is not true comradeship * Falsehood belongs on the pillory * Soldiers and socialist ownership.

One of the most effective methods of reforming trespassers against legality and military discipline is the social action of the collective. Some commanders, outspoken or covert supporters of the policy of the "hard hand," could not appreciate this educational method for a long time. They were afraid that when they consulted the collective and used the power and influence of the unit to reform trespassers, rather than disciplinary and judicial punishment, their authority would diminish, ambitiousness would subside, and discipline would gradually be loosened. The results achieved in the morale and preparedness of our army dealt these skeptics of further progress in discipline and order in the units an unpleasant blow.

While the struggle against lack of discipline and crime in the army as a whole in the period 1953-1958 did not bring any conspicuously successful results, the offenses punished by courts, compared with certain quarters of the previous year, dropped in 1959 by a full 50%. The thousands of model soldiers, the conscientious discipline, high degree of organization, courage, efficiency, preparedness, and magnificent results in the performance by army gymnasts in the Second National Spartakiada proved once again the maturity and strength of the soldiers' collective. At the same time, as was noted, this collective should proceed in expanding its active participation in the struggle against negative phenomena, in the education of trespassers who do not respect the law, military regulations, and directives.

It was not always easy to convince the entire collective of the unit that a breach of discipline by some of its members deserved public moral condemnation. The so-called "personal cautiousness" as regards the great ambitiousness of the military regime in many cases prevented even honest soldiers from conducting themselves in an open and critical manner. But an extensive campaign of lectures which explained the fundamental principles of expanding socialist democracy and humanism in the army, as well as the educational meaning of active

participation by the masses of soldiers in the struggle with the remnants of capitalism, which assumed the form of breaches of discipline, has already borne fruit. There are already many units in which the collective is able to try with full responsibility and seriousness and condemn instances of breaches of military regulations and criminal acts of less social significance. A meaningful contribution to the educational role of such collective procedures is made by the active assistance of investigators and people's judges.

The introduction of the wide masses of the collective into the struggle against violations of socialist legality and crime in the army cannot remain limited only to the step in which a conclusion is merely drawn of the offenses of the individuals. Just the opposite is true. The central point of the struggle must rest in bringing over the mass of soldiers to help vigorously in preventing offenses and criminal activity and in actively cooperating in detecting such offenders. It will help the cause if we manage to convince all of the soldiers of the harmfulness of the so-called "false comradeship." A very effective result is obtained, for instance, by analyzing the causes of extraordinary events directly in the unit and in giving particular explanation of their roots at the main public trials.

An interesting experience took place during the trial of Private Zajic. Zajic, a driver first class, during the breakfast stop of a unit participating in an exercise, ordered wine in a soft-drink bottle at a restaurant in an attempt to deceive his commanding officer. Private Pavlovsky, however, knew that Zajic was drinking wine and not a soft drink, but he did not prevent him from doing so, or from driving the vehicle. He also kept silence before the commanding officer. During subsequent driving Private Zajic had an accident. In addition to the damage to the vehicle, Zajic also caused serious physical injury to another soldier. Private Pavlovsky could have prevented this. He excused his passivity by the circumstance that Zajic was his comrade. The same point of view was also shared by many other soldiers. Only a profound analysis of this attitude and its consequences opened their eyes. The actual results of such false comradeship convinced them that an act of genuine friendship is not the passive, but the active, cooperation of each and every soldier in the effort to prevent criminal activity.

Lectures and discussions on expanding socialist democracy in the life of the army, and on the participation of soldiers in the struggle against criminality, have already brought positive results in detecting and punishing the authors of criminal acts. In one unit there was a discussion on the protection of socialist property. This preventative step did not remain without results. As early as two weeks later, Private Holub was reminded after he returned from the movies at 2315 hours to check whether or not he had safely secured his working place. On his way to this place, Private Holub noticed a light in an underground equipment storehouse. A closer examination showed that the padlock had been torn away, and when he called he did

not receive an answer from inside. He immediately advised the operations officer. When he returned to the storehouse, the light was already out and the door was open, but the intruder had already gone. However, a brief report was enough to raise six more soldiers from their bunks and, after an energetic search, they detected the thief, Private Dvorak, who had locked himself in a washroom on the second floor. The operations officer was hardly able to divert their insulting tendencies to a mere manifestation of condemnation.

Active cooperation was noted the next morning in other members of the unit. Shortly after they became acquainted with the night's incident they voluntarily offered information they had on previous thefts in the unit, on Private Dvorak's contacts, and they pointed out places which, when unlocked, proved to be the hiding places of Dvorak for his booty. Their participation in collecting evidence to be used in convicting the offender was encouraged by the decision of the chief of staff, who rewarded Private Holub and those soldiers who seized the thief before the entire unit. With such close cooperation it was possible in a short time not only to detect the thief, but also to locate a considerable part of the stolen articles and return them where they belonged.

Both of these cases are convincing examples of what effective help can be received from the collective in the struggle against lack of discipline and crime.

HUNGARY

Decreasing Accidents in Aviation and Parachute Training

[Following is the translation of an article entitled "A repulo és ejtőernyős kiképzésben a rendkívüli események csökkenteséért..." (English version above) by Major Endre Farkas in Repülés (Aviation), Vol 13, No 8, Budapest, August 1960, pages 4-5. 9. CSO:1089-S.]

Hungarian aviation celebrated a triple anniversary in 1959. The results which were achieved in the last decades and which founded the fame of Hungarian aviation can be attributed to the selfless aviation enthusiasts. Special tribute must be paid to the events of the past 15 years. At the time of the liberation of our homeland we inherited only wrecked planes. The freed youth dared the impossible and with the help of the Party, reestablished aviation -- basing it on a new principle. I must pay tribute to those who in the past 15 years formed the sport of aviation and raised it to its present high form; and to those who, as paid or volunteer workers, presently work among our youth and train them according to socialist principles.

We must not, however, hide those mistakes which led to extraordinary events and plane crashes in past years. Those events can be attributed to incorrect instructions or improper executions, as well as to superficiality and indiscipline.

Naturally, we cannot stand idly by when personnel participating in training are seriously hurt and when substantial damage is done to our aircraft.

Therefore, I would like to point out in the following the roots of accidents, review the instructions which lead to their elimination, and state our tasks for the future.

Our statistics begin in 1950, because in that year aviation became a sport of mass proportions and parachuting also started as a sport. First we examine the most popular branch of aviation, gliding, and examine its accidents as they are represented in Table 1.

The table illustrates the far-reaching support of our party, the Hungarian Socialist Worker's Party, and the Revolutionary Worker-Peasant Government to aviation, one manifestation of which is the doubled number of gliders. Parallel to that fact is the number of hours spent in the air. The table shows also the significant decrease in the number of accidents. The first great decrease occurred in 1951,

dual-control training was introduced and instructions were conducted on a methodical basis. Naturally, to reach these results we had to reduce the number of trainees somewhat. Table 1.

I. TÁBLA

① Év.	② Vt. gép- állomány.	③ Felsz. szám.	④ Repült idő (óra)	⑤ Vizsgák száma.	⑥ Telj. repülés.	⑦ Törés szám.	⑧ 1 eseményre eső felsz. szám.
1950	223	160 000	8 700	1916	119	137	730
1951	213	91 000	7 000	1158	813	74	1230
1952	389	85 000	9 600	1603	114	62	1380
1953	417	103 000	11 100	1168	590	67	1330
1954	—	104 000	14 100	1109	439	59	1760
1955	—	100 000	13 800	1067	770	39	2580
1956	491	85 000	15 000	704	830	38	2240
1957	470	94 000	17 600	832	1203	44	2140
1958	459	83 000	18 300	748	2088	21	3960
1959	448	89 000	19 400	871	2202	27	3300

Legend: 1) Year; 2) Number of gliders; 3) Number of flights; 4) Hours in the air; 5) Number of examinations; 6) Completed flights; 7) Number of cases of damage; 8) Number of accidents in flight.

Table 2.

Legend: 1) Year;
2) Number of jumps;
3) Number of injuries;
a) Unknown.

II. TÁBLA

① Év.	② Ugrás szám.	③ Személyi sérülés.
1951.	9118	Nem ismeretes. a)
1952.	7214	Nem ismeretes.
1953.	3451	63
1954.	8256	25
1955.	4930	31
1956.	5720	22
1957.	7560	24
1958.	7419	34
1959.	8088	29
1960. V. 31-ig	4000	8

Table 2 shows the development of parachuting and tells the same story. The sport of parachuting was characterized in 1950-1951 by oversized training programs. Often a mere three weeks was thought enough to train a parachutist whose most elementary preparations were neglected. The unhealthy pace of this program was significantly eliminated in 1955 and 1958.

Table 3 shows the accidents that occurred in the last two years in all three branches of aviation. [See page 15 for table 3.]

Let us now examine the reasons behind the significant decrease in accidents.

As I said earlier, in gliding, the most significant change was the introduction of dual-control training. Naturally, we had problems, but to our knowledge we were the first in Europe to conduct this advanced form of training. Looking back at this method over the distance of ten years, we must say that it was a good one which increased flying safety. The overcrowding has decreased by this time.

We still remember the slogan of 1953 which emphasized the passing of the "C" examination. With large crowds, accidents could not be decreased. The accelerated training of the young trainees (in camps for as little as two months) provided no time for maturing and experience. A further reason is that the otherwise able "Koma" ["Pal"] type plane was not useful for demonstrating and instructing in the cork-screw.

Schools for instructors were organized. These schools did not reach their goal and were regarded only as a first step in teacher training.

As we eliminated the wrecks left over from the war and put new planes into the training program, accidents caused by technical shortcomings became negligible.

Safety was further increased by introducing technical inspections. Examinations were demanded of those who wanted to renew their old flying licenses.

Since in the beginning years we had no experience in parachute training, a great many accidents took place. As a first step we strove to increase the meager knowledge of instructors. The use of the KAP-3 opening device was made compulsory in plunging [delayed-opening?] jumps -- we learned this rule from our sister organization in the Soviet Union. A few interesting technical tricks accompanied the increase in our technical knowledge (such as the palm opening device), but their use was discouraged and discontinued for safety's sake. Based on our experience in training, manual-opening type jumps were regulated and the use of the KAP-3 was modified. To stamp out fast training we gave a three-month course in theory, which included field training before the parachutist had his first actual jump from a plane. This step is similar to that taken in glider-pilot training. Trainees can go up in the air only after successful completion of these courses. To increase personal safety we emphasized complementary sports and demanded a well-executed landing from the gallows-like apparatus used in ground training.

Engine-driven aviation is on a smaller scale, hence accidents are less frequent. The increase in accidents in engine-driven aviation is partly due to the increased demands for skill in instructing personnel (since 1956). We laid down the rules of aviation in the league. As in gliding, flying licenses are renewed only after the licensee has taken an examination when applying for the new license. This system has been in operation for the past two years.

A very significant step toward safety was the scrapping of antiquated planes. These planes are being replaced by new ones.

The above steps, as the tables show, all decreased the number of accidents. Before we review the still-existing shortcomings, let us take a look at what is being done abroad to increase safety.

As the technical magazines and official reports show, the fight

Against accidents is being carried out everywhere. A Swiss aviation paper published detailed descriptions and analyses of accidents. In West Germany last year, 307 accidents were reported in ten months -- 197 of which resulted in serious injuries, with 49 deaths being recorded. Since there are significant differences between our training methods and their methods, a discussion of West German accidents is outside the scope of this paper. But, our orders to avoid accidents show that we regard man as the highest value.

As I have already mentioned, our training method still has weaknesses which may lead directly or indirectly to accidents.

If we compare our present aviation with that of the period before 1945, we find that prior to 1945 the theoretical education of aviation trainees was neglected. Since theoretical knowledge helps safe flying, we published several books on aviation in the last decade. To comply with the suggestions of the flying clubs, a set of books on the theory of flying were drawn up in 1956-1957. Suhano szarnyak (Gliding Wings) and Teljesitmeny repulok (Flyers' Book) were published in this framework. These two books took care of the education of beginners, intermediates, and advanced trainees. Since the Flyers' Book did not contain all the necessary material, three other books were used for teaching those with advanced standing.

These books are four years old and, according to the reports of our clubs, serve their purpose. Unfortunately, both have been out of print in the last two years and the publishing firms do not view our problems with sympathy. We will reprint the books in 1961.

In parachuting sport, too, we meet with theoretical shortcomings. This young sport is aided only by two textbooks and one or two brochures, all of which have been out of print for a long time. They are antiquated and would not be satisfactory in any case. The need is felt for a new textbook which would take care of all aspects of parachute training, from the elementary concepts to the highest level of the sport. This book is under preparation and will be published in 1961.

Already this year we are starting to use film strips, both in gliding and parachuting [instruction]. In the Central Flying Club, four flying and one parachute training films are being prepared. We hope to distribute these among our clubs by November.

Another problem is the relationship between the clubs and airfield commanding officers. It became apparent that occasionally the chief instructors of the clubs are not at the peak of performance -- and this despite the fact that there was a full-time airfield commander present on the airfield. This shows that our clubs do not have enough control and do not help one another with advice. The airfield commander is responsible eventually for the events that take place on his airfield.

I found that the leadership exercised by the Flying Department does not always foresee the problems. For instance, they should have acted sooner to prevent the present shortage in textbooks. We

carried out too few inspections in 1959 and did not analyze accidents deeply and systematically. Only when analysis of accidents was conducted did we find that there were not enough "corkscrews" [spins?] demonstrated to the "B" and "C" examinees. From 1961 on we should give every opportunity to every pilot above the "B" grade to perform at least one "corkscrew" per year in a dual-controlled plane. The same pilots should make one solo "corkscrew" with every type of plane in the 3000 series. This will make them more experienced in executing the "corkscrew" and they will not have fears about this maneuver at low altitudes.

Another interesting phenomenon was observed in the course of accident analysis. In the records of the past few years we find that a great number of trainees were failed. This happens now much less frequently, although there are many trainees now in the clubs who should quit. Trainees who have below-average flying techniques are making themselves useful in other lines (administrative, etc.). For these efforts they are rewarded with flights, but they fly much less frequently than the rest and, therefore, do not become experienced flyers. These trainees are more likely to have accidents than others. Our clubs should examine the flying technique of their membership and should advise the less capable to quit flying.

Parachutists face the same problems. We have to slow down the pace of training. The strained pace often shows up in indiscipline on the airfields and during jumps.

I must emphasize the necessity of good preparation for our summer camps. The most important part of our clubs' training program is the summer camp. Instructors have a better opportunity to know their students and hence have a better chance to increase their safety. In the camp, students fly everyday and get instruction constantly, and their flying improves greatly as a result. This can be achieved only when club directors prepare the camps along with airfield commanders. I want to emphasize the importance of knowing the students' minds for the achievement of socialist education.

Another factor contributing to accidents is our varied stock of aircraft. Until now trainees usually have been given an unfamiliar type of plane immediately after their dual-control school flights. After the short, 10-12-hour school flight period, students flew in as many as five different planes. The planes differed from the school plane, especially in their landing instructions. Another and even more dangerous difference exists in the turn and spin tendencies of the different models. Very many serious injuries were caused by faulty construction, as the Szello ("Breeze") model demonstrated. These dangers must be eliminated and only those planes used and manufactured which pass a very strict inspection. I am sure that these suggestions will be welcomed by the instructors who were helped greatly by the introduction of the uniform dual-control planes a few years ago.

The creation of a more uniform stock of planes is not an easy task. Our designers are mindful of safety requirements. The spring inspections on the fields further increased safety. In the last ten years we had no accidents stemming from faulty construction or unsafe planes!

Another factor that increased safety was the 100,000 hours of voluntary work done on the planes by the members of the clubs. The members acquired a better understanding of the planes' structure and handling. Now that they have worked on the planes they will take better care of them.

The spring overhaul of equipment was carried out in the parachuting departments as well. It was very necessary to check parachutes thoroughly. Our parachutes are getting old and tears frequently occur on the cupolas and even on the belts and straps. We scrapped some of the old parachutes this year and we will secure a good supply of them next year. We are also checking the KAP-3 opening devices. Just now I want to turn the clubs' attention to the importance of proper storage of parachutes. It is known that in the past years many parachutes became useless through careless storage and only inspections prevented a possible catastrophe.

Airplanes often become damaged by the neglected, bumpy surfaces of airfields. The clubs too often pay attention only to their instructional work and neglect the grounds of the fields. At Tata-banya, for example, we forbade flying until at least one airstrip was decently repaired. Many other airfields should be in better condition, too. Good visibility of markers is equally important.

In the opinion of some, aviation shows tie down too many airplanes and decrease their availability to the clubs for instructional purposes. In 1961, as we increase the number of our planes, these complaints will stop.

Finally, I want to speak of the responsibilities of instructors. We all know of their good, honest work. But occasionally they are left alone too much and this fact might lead to accidents. I want to mention the instruction of pilots who passed the "C" test [highest amateur test]. After passing the "C" examination, both the pilot and his instructor tend to relax and, if in the next few instances nothing happens, the instructor is likely to pay very little attention to his pupil.

Instructors often select wrong flight routes. The glider-training chiefs sign the flight permit and often overlook the dangers of the flight route selected. For example, last year two well-trained pilots started out from Gyongyos and from Banreva on a flying assignment which was mostly over forest-covered mountains. Due to unfavorable weather conditions, both were forced to cross the [Czechoslovak?] border at low altitudes. These accidents apparently had no effect on our instructors, for this year, too, they constructed triangular flight

routes which violate the air space of airfields not associated with our league.

Our glider and parachute instructors should train the students according to the rules. Parachute instructors often deviate from the textbook and are not demanding during ground training. Parachutes are incorrectly folded. These slacknesses result in various bodily injuries during jumps. An estimated 20% of parachute injuries are caused by instructional faults, while the other 80% are due to carelessness and lax discipline. Last year's catastrophe at Szentes is attributed to indiscipline, but even after that incident other breaches in discipline were observed. In 1959, G. Szoboszlai was overly ambitious in carrying out his exercise during a competition. He could not land properly from low altitude and seriously damaged his plane. This year, A. Kosztiscak changed his mind about his landing spot at too low an altitude. His plane's wing touched the ground during the maneuver and was seriously damaged. Several planes were damaged this year, all due to carelessness. Windstorms damaged a score of planes on the fields -- this was clearly due to the negligence of the airfield commanders and chief instructors. Undisciplined pilots will not be permitted to fly even when there is no material damage caused by their carelessness.

I am glad to note the decision of the Scientific Institute of the Machine Industry that it is going to investigate the causes of flying accidents in a scientific manner. I hope its work will further decrease the number of accidents. I am asking instructors to forward their safety suggestions to the editors of Repüles.

② III. TÁBLA ③ Table 3 ④

① Év.	Vitorázó repülés		Motoros repülés		Ejtőernyőzés	
	Felzárkási szám a.	Esemény szám b.	Felzárkási szám a.	Esemény szám b.	Felzárkási szám a.	Esemény szám b.
1958	83 605	21	27 842	15(15)	7419	34
1959	89 896	27	29 707	12	8088	29
1960 V. 31-ig	18 827	7	8 442	2	4000	8

Legend: 1) Year; 2) Gliding; 3) Engine-plane flying; 4) Parachuting; a) Number of flights; b) Number of accidents.

POLAND

Army Personnel Procurement Problems

Following is the translation of an article entitled "Technika bojowa--ludzie" (English version above) by Captain Marian Jurek in Wojsko Ludowe (The People's Army), Vol 8, No 123, Warsaw, August, 1960, pages 3-11.
CSO: 1137-S.7

Comparisons

Ten years ago our company of reserve officer candidates, the eye in the division's head, had one vehicle for every hundred men. The regiment in whose training I participated had 20-odd vehicles. Today the amount of horsepower availability for each soldier in the same regiment greatly exceeds the previous official factor of 25. We did not have a single radio set in our company. At present every motorized infantry company has several low-watt transmitting and receiving sets, including those installed in armored cars.

These two comparisons express on the unit and subunit level the generally known truth that we have accomplished a revolution in the technical equipment of soldiers. There is no longer a lack of military equipment; on the contrary its abundance has created all sorts of problems, extending from the preservation and upkeep of equipment, which takes up too much of the soldier's time (even that set aside for education and rest), to the occasional deficient physical vigor of mechanized troops.

The saturation of the troops with technical equipment also means that we have reached the point at which progress begins to be measured not so much by the quantity of equipment as by its quality, military efficiency and service ability. A unit's fighting power depends not only on the quantity and technical-military qualities of its equipment but also (and mainly!) on the men who use it. Moreover, the higher the equipment's technical efficiency, the greater the demands on the men who use it. The selection of men has become an enormous problem.

The commander of a regiment, solidly supported by the officers assembled for the discussion, has many

claims to make to the WKR's (Wojenna Krajowa Rada - Local Military Council) and the conscription commissions. He expresses them in sharp words full of grievances. "I suspect," he says, "that our colleagues there probably have a traditional concept of the infantry. They surely believe that an infantryman doesn't need a head; healthy feet suffice. If a superior, wide-awake boy shows up, they assign him to the Air Force, the Navy, the tank units, or communications. I understand that men with heads on their shoulders -- experts -- are needed there. But I do not exaggerate when I say that today the infantry is the branch of the service with the greatest variety of equipment. In addition to firearms we have tanks, artillery, mortars, armored personnel carriers, motor vehicles, communication systems, and engineering equipment -- in short everything but airplanes and ships. Are the WKR's fair," he asks, "when they assign so many high-school graduates to the Navy and Air Force, that there are enough to fill the guard companies, while they direct men with a lesser education, who are often helpless, to our regiment?"

I recently attended a party conference on special units, where a communications commander made precisely the same complaints against the conscription authorities. He likewise complained that the WKR's "do not appreciate" the significance of communications troops, but favor other branches of the service by assigning to them the best men. I believe that we would hear the same from artillery commanders, tank commanders, and others. If so, then the unfounded accusation that the conscription authorities generally favor certain branches of the service must collapse. It seems that "the buried dog" does not lie here.

Possibilities and Needs

The problem is much wider and more complicated than appearances indicate. Its chief roots lie in the relative inability of the system of general and professional youth education to satisfy the needs of society and particularly the needs of the armed forces. Some information contained in a speech delivered by Deputy Henryk Jablonski at a session of the National Sejm when the five-year plan was being debated illustrate this phenomenon. [See note]. For example, 6.6% of those now of draft age interrupted their schooling before age 13, and 33.3% did so at the age of 13 (part of the first group is threatened by either primary or secondary illiteracy; part of the

second group did not complete elementary school).
(/Note:/ Kwartalnik Pedagogiczny (Pedagogical Quarterly), No. 1, 1958. It is true that the data are for 1957, but I use them because they concern those who are 20 years old today, i.e., of conscription age. Those interested in the latest data may consult the following article by Jerzy Mikke: "When Shall We Hide the Lamp of Education in a Store-Room?" in Nowe Drogi (New Roads), No 5 (132), 1960.)

Of the 14-17 age group, 9% continued their education in elementary schools, 28% in middle schools, and 63% received no education at all.

These facts demonstrate very forcefully that the majority of young people reaching productive age during these past years had absolutely no professional training. They enter life raw and incapable of performing the work in the fields awaiting them. It would be profitable to compare the above data with statistics on the relation of the national labor force to the qualification indices. Then we would have a complete picture of the disproportion. In lieu of such data I would like to refer the reader to advertisements in the press, which reflect fairly accurately the situation in the labor market.

Industry, services, administration and agriculture are crying for educated people and for the qualified worker. The specialists most urgently needed are: turners, milling-machine operators, glass-cutters, locksmiths, mechanics, blacksmiths, masons, carpenters, solderers, electricians, operators, etc. If the advertisements are to be believed that type of specialist is most in demand whose preliminary education is acquired in professional-preparatory schools between his fourteenth year and the year in which he comes of age.

The army (see above) also demands educated men and qualified specialists. One can completely understand the intentions of commanders of air force units, of the navy, OPL troops, tank troops, artillery, communications, motorized troops and infantry in calling for high-school graduates and specialists. It is easier to mould that type of men into a military specialist. The arguments they adduce that the quantity of technical equipment is higher than average, that modern technical equipment is complicated to build - justify that demand.

However, the possibilities of satisfying such needs do not justify that demand. It is easy to call

for specialists and educated people, but it is much harder to give a practical reply to the question: Whence to take them, since the majority of adolescents simply idle away their time instead of getting an education and acquiring a trade? It is even difficult to educate enough adolescents for the needs of civilian society. During the postwar years we have made great progress in increasing general and professional education, especially of youth. Budget expenditure on school construction, where the difficulties are greatest, are growing and continue to grow. But the experts claim that, due to the enormous increase of school-age children since the war, we cannot yet afford a radical solution of the problem of thorough universalization of professional education of young people who have completed elementary school and not entered secondary schools. That program will be a matter of years.

The conclusion is obvious that for the time being the place of employment must bear the chief burden of professional education (and in certain instances of general education) of a majority of the young people beginning productive work.

For the present the army too must train the specialists it needs almost from the ground up and not just for its own purposes. Our ambitions and duty to society extend further, for we wish, within the limits of our power and potentialities to train a reserve of qualified workers for the national economy. (See the article by this writer: "An Investment Which Yields Double Interest", *Wojsko Ludowe*, No. 2 1960, [ed.]).

Conflicts

The disproportion between the professional and general preparation of young people on the one hand, and the needs of society on the other, produces at least two conflicts which are important from the point of view of army personnel procurement:

First -- the often immediate and apparent conflict between the needs of the national economy and the needs of the armed forces. Both industry and the army, long for specialists. Because of staff difficulties, places of employment and civilian institutions very reluctantly relinquish (even for periods of army basic training) people with a professional and general education; on the other hand, the army "longs for them".

Second -- the intraservice conflict: between different branches and units of the armed forces. Every

commander wants to acquire the very best conscripts for his unit and consequently cry: "Give me high-school graduates, give me specialists, don't send me uneducated men!"

The WKR is the point of contact of these opposing tendencies -- the lens focusing definite socio-economic phenomena. While conscripting, selecting and assigning to units, the WKR's must unravel the difficult knot of these conflicts. Unable of course to satisfy everyone, they draw upon themselves thunder from every side. Although someone may say that I exaggerate, a recent order of the Chairman of the Council of Ministers establishes the precise terms of deferments for workers who in the interests of society may and should be permitted to exercise their right to exemption from service. These rules simplify the WKR's task of unraveling the knot of the first of the aforementioned conflicts. But life cannot always be contained within the framework of even the most perfect rules.

Here are two typical examples from areas near Warsaw:

Specialist X from a clock factory in Blonie received a summons to report for army duty. A delegation from the place of employment sent a request for deferment to the regional army commander. Powerful arguments are adduced: the factory was in an uproar, there was a lack of specialists, the calling up of citizen X would seriously disturb the tempo of production. The commander complied with the request and set a new date for the summons. History repeated itself at the second and third summons. On the fourth occasion the matter fell into the hands of the provincial army commander. Here the delegation appealed to a letter from the appropriate ministry. Finally, on the fifth occasion, the conscript presented a passport: he is going to the Soviet Union to acquire practical experience.

Another example: A store-manager of the District Association of Municipal Cooperatives in Grojec, accompanied by delegation from the enterprise, reported directly to the provincial army commander and requested postponement of the conscription date. The arguments: the store is big, it would be hard to turn it over to some one else in time, there is presently no replacement who could take over the property. If the WKR disregarded the request, it would "sacrifice" the delivery of goods to all villages in the district.

Willy-nilly the commander agreed to postpone the summons, but before final settlement of the matter decided to have a good talk with the interested party. During the chat it turned out that there was a replacement, that the store could be turned over to him in a few days, and that there were no grounds whatsoever for postponement.

Referring to these facts at a party conference, a provincial army commander said: "We realize that we make errors in the conscription, selection and qualification of men for units. Please understand that we often find ourselves, as it were, between the hammer and the anvil. We realize that sometimes the execution of orders of an army agency affects production, and conversely civilian production, obstructs conscription of suitable soldiers. Moreover, some factory-managers, factory councils, and party committees put their own particular interest first and foremost; they worry about the plan, the rewards. They do not want to consider the interests of society as a whole".

Another provincial army commander added: "We had times when the number of appeals deferment was high. It even happened that, in the case of several men holding two jobs in two separate businesses, the two enterprises requested deferment. This is less frequent today, for I adopted a principle: to investigate thoroughly every appeal and not to allow superfluous liberalism."

These examples, and the statements of competent men, suggest that tendencies towards deferment often are inimical to the proper interests of society. Intervention is numerous and pertinacious in the WKR's. It is often difficult to decide whom to exempt from military service. Moreover, one must remember that the WKR's, which live mainly in a civilian environment, are frequently more sensitive to civilian than to military needs. As a result deferments are often given not only to specialists really indispensable to the economy but also to those whose temporary absence would not be too painfully experienced by their employers. This constitutes an additional factor aggravating the army's difficulties concerning the lack of men with definite professional qualifications. One cannot refrain from observing that these difficulties have an extremely optimistic aspect: they are the proverbial growing pains and express the dynamism of our economy, which devours all manpower surplus. The stormy development of our economy is in the final analysis the

basis of our national security. Since there are factional fights about the distribution of manpower in the civilian economy, the army must participate in these disputes and problems and solve them in its own way.)

The situation is the same with high-school graduates. Many of the 28% attending secondary schools continue their education in higher schools and perform their military service within the framework of those studies. Some perform normal service in the ranks of the armed services. Others are deferred from military duty for various reasons. Although these reasons are mostly valid (health, production, etc.) in some instances objection might be taken to the insufficient care taken by some WKR's in supplying units with men of average education.

Thus the low professional qualifications and inadequate education of many recruits increase the cadre's difficulties in training soldiers for our modern, highly-technical army.

Strengthening the bonds between the WKR and units

Is there a way out? We shall accomplish nothing by futile criticism of the WKR's. The WKR's need the concrete help of units more than criticism.

The contacts between WKR's and units can be increased and a joint solution to certain problems worked out.

The unit should know the problems of the WKR's which serve it, and should become thoroughly acquainted with the quantitative and qualitative recruitment possibilities of the area. The WKR's should be well acquainted with the needs of the units. The balance-sheet of the unit's needs and the possibilities of satisfying them should be drawn up jointly at one meeting by the unit commanders and their assistants and by the regional army commander. The interested commanders, or officers authorized by them, could also participate in the work of the conscription commissions as observers. In this manner the best conditions for the proper conscription and assignment of reserve conscripts from a given area could be created.

The WKR's and units should jointly attempt an improved popularization of defense problems among civilians to refute among other things, the rather widespread myth that army service has no social and economic usefulness, that it retards the process of professional specialization. Experience proves something quite different. The army should be recognized

as the vanguard in the nation's great technical progress. Its modern equipment creates perfect conditions not only for an elementary familiarization with technology, but also for acquiring an important stock of practical and theoretical knowledge useful in civilian professional work. Military training also increases previously acquired occupational skills in various technical areas.

This truth does not always get through to young men of draft age, nor is it perceived by the older generation (I mean the directors and councils of many enterprises; this is quite evident when they "protect" young men from military service, which would be very useful to them as a school of life and of work).

Since secondary education is constantly being interrupted by other tasks in life, and polytechnical education is more a matter of discussion than of action, military service would be advantageous to high-school graduates, especially those with a general diploma, before choice of an occupation. Sometimes the army introduces a recruit for the first time to the world of technology. Military service also provides the recruit with the opportunity to familiarize himself with technology, and often teaches him a speciality valuable in civilian life.

The dissemination of these arguments will undoubtedly reduce unfounded deferments and simplify for both units and WKK's the conscription of suitable men into the armed forces.

Consideration of Talent

Since the quantity of educated and skilled draft-age men is limited by the still inadequate educational system and by the needs of the economy, we must all the more intensively search for other reserves in order to simplify the training of military specialists and increase the effectiveness of their scholastic efforts. For instance, what is the relationship of talents to specialty?

In my days as an officer candidate the criterion for selecting men for training as a specialist were, either the commander's imagination or the soldier's outward appearance. "He is broad-shouldered, looks as though he was made for carrying a slab -- he'll be just right for the mortars". Or: "He is strong and can lift the base of a CKM"/ciężki karabin maszynowy -- heavy machine gun?/. The situation has certainly changed today. The fundamental problem of education absorbs the commission's attention before any decision

on military assignments is made. On the other hand, the commission does not systematically take into account the traits and psychological disposition of the young man. It frequently ignores the obvious fact, well known to any commander, that people differ in their capabilities. One man has good hearing, a second -- good sight, a third -- good reflexes, a fourth -- a good memory. Contrary to common sense it is often maintained that nothing is impossible for the soldier, and that you can teach anybody anything.

The results of this neglect of the problem of talents, interests and preferences are unpleasantly reflected in the process of military training and are manifested in two ways. An extreme example: Private K., at his own request was sent to a driving school, where he remained several weeks. Not until actual driving instruction began did the instructor ascertain that the student's excessive excitability would make it impossible for him to control the steering-wheel. The private was dropped from the course and the problem of what to do with him arose. Since it was too late to send him to another course, he has joined the iron guard of half-educated nomads, with whom he will be eventually "fused". I left him filling his fourth new position in a row. A less extreme and more typical instance: Men who are hawk-eyed but have no ability to remember what they hear, are sent to specialists' communication courses where the latter quality is of basic importance; it is hoped that with effort they can be made into radio-telegraph operators. Both instructors and students suffer, but the effect is disproportionate to the effort. Soldiers who could be first-rate scouts are turned into sorry radio-telegraphers.

Since the number of specialists is increasing due to technical progress and specialization is playing a decisive role in military training, we cannot allow ourselves to be governed by chance in deciding to assign men to this or that military speciality. Such decisions should be founded on a rational, even scientific basis.

Investigation of Qualifications

Some professional soldiers are beginning to realize that there is a need for drastic changes in the recruiting system and are endeavoring to increase the efficiency of the method of selection. The Military Political Academy in its program of training cadres devotes much attention to military teaching methods and psychology. It is acquainting officers of the KDO and

officer candidates with the fundamentals of psychology and with the methods of psychotechnical research. For example, the Political Cycle of the Infantry Officers' School has assembled apparatus for psychotechnical research and has fitted out a room suitable for scientific study.

More practical steps in the investigation of qualifications is also discernable. As was announced in Zolnierz Wolnosci (Soldier of Freedom) No. 71, 1960, the vehicle Service Headquarters of the Ministry of National Defence has organized a consultative board dedicated to the problem of psychotechnical investigations of applicants for driving courses. It has announced the formation of experimental qualifying centers in the near future, and has even investigated some units of the People's Army. These undertakings are not easy in view of the lack of experimental knowledge of specialists and adequate apparatus. Will the social consequences of these innovations meet with full understanding among the entire officer cadre in other branches of the service?

The investigation of qualifications in the army constitutes an important factor in increasing the power of a mechanized army. It is worthwhile to push this program forward in an organized and practicable manner. Plans and assignments should embrace both WKR's and units. Research by separate men or groups not supported or directed by the appropriate governmental agency might be ineffective or, when not harmonized with other needs, might benefit one sector to the detriment of another.

In conclusion: several practical proposals

1. A special commission should be created to investigate qualifications.

2. It is important that specialists for psychotechnical research and civilian psychologists collaborate with the army in this field. Lecturers in psychology department, of which there are several in this country, as well as scholars in the field of education might be of help to conscription commissions and units in obtaining proper personnel.

3. It would be helpful to initiate very simple tests, though they may imperfect in the beginning. Such tests and investigative procedures might be of use not only to an experienced psychology expert but also to a suitably trained officer.

4. Finally, courses should be organized for officers in the WKR's and units to acquainting them

with the methodology of research on qualifications.
In their conscription and assignment of personnel these officers might benefit from the assistance of civilian psychologists and even of senior students in the Education Department of the WAP.

POLAND

NCO Schools

[Following is the translation of an article entitled "Szkoly Podoficerskie" (English version above) by Kapitan dyplomowany Ireneusz Ruskiewicz in Zolnierz Wolnosci (Soldier of Freedom), Warsaw, 2 September 1960, page 3. CSO: 1196-S/a]

Less than a month separates the candidates from the end of their training in the NCO schools. This final period is intended above all to firmly develop in the candidates the SKILLS AND HABITS OF THE INSTRUCTOR. Those who have been candidates up to now will soon become LEADERS.

Just a few days ago I observed the beginning of that transformation, listened to the remarks of the company commanders and platoon leaders and carefully noted down their suggestions and proposals. In my opinion many of them merit the consideration of other NCO schools and perhaps not only of the schools.

In this article, in view of the limited amount of space, I shall consider only two problems, that of instruction methods training and that of final examinations in NCO schools.

On that day the sun was unusually hot. The candidates in Lieutenant Kondej's platoon removed their gear with satisfaction and laid their weapons, which they would not need during their instruction methods training exercises in drill, on the grass.

Lieutenant Kondej inspected the platoon, checked the summaries of the candidates, and appointed a drilling unit and instructor. Candidate Lisay was not instructor right at the start. He led the exercise only as third in line. But it was candidate Lisay who confirmed almost all the comments on the subject of instruction methods training of candidates which the following officers shared with me: Dudek, Jaworski, Maczkowski, Kujawski and others. And here, although the training subject matter was an entirely different one, the same mistakes showed up which I had observed

previously, during the training exercises held at dawn by Pfc candidate Stecyka from the platoon of Master Sergeant Gontark.

Above all the opinion of the officers was confirmed that basically the majority of candidates have mastered the program material fairly well and are theoretically familiar with the fundamentals of conducting the exercises, but they do not always succeed in putting this into practice.

And here is candidate Lissy, who must teach his subordinates a drill step during these exercises and who began immediately by a description of it. But later on being questioned by Lieutenant Kondej on the proper order in which to conduct this exercise, he answered the following without hesitation: (a) The presentation of the problem which is to be the subject of instruction, (b) A demonstration of the proper method of carrying out the given task, (c) Demonstration with simultaneous explanation, and (d) Practical exercising of the trainees.

"This plan of method should to a certain degree be observed not only during the instruction methods training of the candidates but also during all exercises during the entire school year," the officers emphasized.

In my opinion this comment should be intended for all those in command of school sub-units.

Almost every candidate who steps out in front of a squad for the first time forgets not so much how to open his mouth, as one platoon leader put it, as to what and how to present it to the squad. The presence of agitation and uncertainty has a particularly strong effect when the squad is made up of colleagues who know just as much and sometimes more than the candidate who is acting as instructor.

How is it possible to "cure" candidates from nervousness and prepare them better to carry out the functions of leader-instructor?

"Already after the first instruction methods exercises," confided platoon leader Second Lieutenant Kujawski during a conversation with me, "I would initially have the more capable candidates act as instructor and then the rest of the candidates in order."

I am of the opinion, however, that the mere carrying out of the exercise cannot sufficiently prepare the candidates for squad leadership. Because of this perhaps it would pay to hand over the leadership of a squad more often to each soldier after the conclusion of his training not only during exercises but also under conditions of normal barracks life. For example he could, under the supervision of an NCO, conduct arms inspection, morning and evening roll-call, and among other things prepare equipment for

training exercises. In this way candidates would become accustomed to giving commands and carrying out the various responsibilities of an NCO. They would gradually overcome their nervousness.

"It would also be useful to change the candidates around, if not among the various companies at least among the platoons within the framework of a given company," asserted another platoon leader, Lieutenant Jaworski. "This would form an additional influence on developing in the candidates the skills and habits of an instructor. Being required to conduct exercises in another platoon or company, the candidates will among other things strive to prepare themselves better for these exercises. I also consider it to be worth-while to work out the introduction of special leadership practice for candidates in drill units. In my opinion this undertaking would contribute to the instruction methods training of the candidate, the future NCO."

To the above mentioned comments and proposals on the part of leaders of training school sub-units I should like to add one personal suggestion. It seems that it would pay to give more attention to the proper facility on the part of the candidates of military commands and orders. I therefore propose the old and tested method of teaching this. Let them break up into groups of three or four during class and practise giving commands and orders. Naturally this would be in the open air, for under such conditions it is possible to give commands according to the regulations, in a loud and clear manner.

Must every candidate become an NCO? This very question was asked of me by almost all the leaders of the training platoons and companies of X-- NCO school. They have in mind, namely, that whether or not a given candidate finishes NCO school should be determined not only by the training results, but by such factors as DISCIPLINE, MORAL VALUES, and CHARACTER TRAITS. Worthy of attention is the proposal made by Captain dyplomowy Dudek, in whose opinion candidates in NCO schools should be evaluated also as to discipline. In case of a negative evaluation the candidate should not be admitted to the final examination, hence **COULD NOT BECOME AN NCO!**

Officers have made use of the following example: Last year one of the platoon leaders did not want to admit to the final examination a candidate who had shown good results in training but was undisciplined, arrogant, temperamental, and had in addition an above-normal liking for alcohol. The decision of the superior officers, however, was to admit the candidate. The candidate took the examination, passed it with a high result and received the rank

of corporal. He retained this distinction, however, only a short time. For using training methods which were contrary to regulations he was court-marshalled.

This example, although perhaps not too typical, speaks very eloquently, and it seems that the above listed officers' proposals, in the light of this and other examples, are extremely well-founded! Increasing the demands on future graduates of NCO schools as far as concerns moral values and character traits could to a considerable degree aid in the final elimination of the improper training methods which are still being used in some places.

In my opinion the admission of the candidate to the final examination should be determined by the company commander and platoon leader, in other words those men who know their subordinates best. The final decision in this matter should be made by the commandant of the NCO school.

The question could arise as to whether, if final examinations in NCO schools were set up in this manner, a larger number of candidates than is now the case would fail to complete the NCO school program successfully, for the leaders of the school sub-units, feeling responsible for the candidates' training, would approach this selection too rigorously. Certainly it will be like that. There is, however, a solution to the problem. A larger number of soldiers than heretofore should be sent to the NCO schools with the assumption that a larger number would be destined to "wash out." The advantage of this, in the form of qualitatively superior officers, would be clear.

On the basis of the above ideas, several suggestions arise which in my opinion are worthy of detailed discussion.

In the first place, it seems that in the area of methods training of candidates special attention should be paid to the order in which the exercises are to be conducted as well as to the ability to define one's thoughts concisely.

In the second place, in order to improve the training of candidates in instruction methods it seems correct to assign them as squad leaders during the entire duration of the schooling period. It would also be worth-while discussing the question of a three to four week period of practice for candidates in leading drill units.

In the third place, experience has shown that the admission of candidates to the final examinations should be decided not only by training results but also by such factors as DISCIPLINE, MORAL VALUES, and CHARACTER TRAITS!

I think that these suggestions can possibly be discussed with the staffs of the NCO schools during the Central Instruction Methods Course which will be organized this year.

10,284

Fr. Zubrzycki Naval Specialists
Training Center

[Following is the translation of an article entitled "Ośrodek Szkolenia Specjalistów Morskich im. Fr. Zubrzyckiego" (English version above) by Komandor podporucznik St. Woliński in Żołnierz Wolności (Soldier of Freedom), Warsaw, 22 June 1960, page 2. CSO: 1196-S/b.]

This is the Fr. Zubrzycki Naval Specialists Training Center. The staff of the Center are the instructors, top specialists who with an enthusiasm worthy of the highest praise train for sea-duty engine mechanics and helmsmen, radar and sonar specialists, gunners, signal-men and others.

One can count in the thousands those men who in the past fifteen years have been trained as specialists at the Center. Many instructors also have been continuously associated with the Center and its life during their entire length of service in the People's Armed Forces.

Naval Lieutenant Tadeusz Piotrowski is a chemist. He became a lecturer by choice. Since 1946 he has made specialists out of many an inductee. Captain Edward Jędrzejewski began his service in the navy before the war. He was a signal-man on the ORP (Okręt Rzeczypospolitej Polskiej -- Ship of the Polish Republic) "Wicher". The military history of that ship is also his history. After the war he came to work right away in the Center, where he trains the "eyes and ears" of the ship, the signal-men. With him without a break since 1946 has been Lieutenant Jan Markowski, also an old hand at this specialty.

The lecturers of the younger generation are represented by Captain Bolesław Łodziński who is inseparably linked with the "queen of weapons", artillery, and Lieutenant Józef Basta, lecturer on radar and sonar.

Not long ago I met with these officers. We talked about the service, about our experiences in training ship's crews and about the role of the Center's lecturers in the process of training specialists. I would like to relate some remarks from this conversation.

On the modern warship are many different types of

equipment, apparatus, and machinery. In order to man these, various specialists are needed, and only then does this complicated machine become capable of operating at sea and of being useful in sea warfare.

Let's take, for example, radar. It is unthinkable that a modern warship could be without it. The radar operator "sees" the enemy and determines the direction and speed of his movements. The radar operator helps to aim correctly and fire effectively.

Military technique is rapidly becoming electronic. Therefore this specialization, which encompasses a broad assortment of problems which one can call sub-specializations, has become recognized as more complicated than others. The ship's electrician can be merely a master electrician. But what about radar specialist candidates? Naval Lieutenant Basta believes that these should be at least radio technicians or teletechnicians. Therefore these men are able to add to their professional knowledge during the specialization courses and will be better able to handle their equipment. Such men and only such men should be drawn into radar. The basic problem in training radar specialists is that of giving them a thorough knowledge of the equipment, of developing in them an automatic precision, and of infusing into them the ability to independently work out the problems which crop up daily. These demands can mean only one thing: the lecturer must have scientific aids at his disposal which correspond to the latest developments in his technical field. It will be impossible later to lead such a specialist "by the hand". He will have to figure things out for himself. Only men such as these are valuable to a ship's commander today, and the Center strives to train such men. Lieutenant Basta speaks also about the lecturer on such a subject as radar. He emphasizes that as views on applying technology change so does technology. In order to be an up-to-date lecturer one must constantly study. This requires not only several hours daily but also the proper scientific material. We have more and more sailors with more years of formal education than used to be the case. These men value a lecturer who is interested in technical developments. We have been told that Lieutenant Basta is one of the Center's leading innovators and a propagator of the latest technical advances. This testifies perhaps better than anything else of the active relationship of the lecturer to the subject which is his professional obligation and, one might say, his daily bread.

It is said that communications are the nerves of an army. This is true. On a ship, in spite of modern means of communication and observation, the eagle eye and

sharp ear of the signal-man have lost none of their significance.. No existing technical equipment will be able to reveal to the enemy these capabilities of the seaman, nor can the signal-man be hindered in carrying out his task, while radar, for example, can be obstructed by technical means.

Captain Jędrzejewski expresses his thoughts in fewer words. He says that the signal-man must be observant, have a fantastically accurate memory, be able to orient himself rapidly, and have lightning reflexes. On any given occasion he must be able to recite from memory the Morse and semaphore alphabets, various codes as well as the regulations on preventing collisions at sea. Lieutenant Markowski adds that the signal-man must be as accurate in his work as a Swiss watch.

Both lecturers agree that not every sailor is potential signal-man material. In order to select the right men a unique system of psychotechnical tests has been developed, if they can be called such, and the candidates are subjected to various tests. They are tested in their ability to differentiate colors and in their speed of orientation. They are scrupulously tested in their ability to articulate and in their ability to differentiate between light signals of varying duration. This aids them immensely in their duties. Naturally not all the candidates become signal-men. Those who are unsuited must transfer, although in practice this is not always the case, to another job.

Comrades Jędrzejewski and Markowski are top specialists. They want to see their trainees become equally well qualified. Therefore they seek ways and means to encourage these men to put out a maximum effort in training. Invaluable aid is given by the various competitions dealing with familiarity with individual training problems, receiving Morse and semaphore messages and familiarity with signal codes. This initiative on the part of the lecturers is producing good results.

Chemical warfare is a complicated subject. Seamen who are specialists in this field have an important task to carry out at sea, which is the diagnosis of and protection of the crew against the effects of mass infection weapons. In the opinion of Lieutenant Piotrowski the chemical warfare specialist is faced with still one other, equally vital responsibility, that of aiding and advising the ship's commander in organizing the ship's defense against weapons of mass infection. It is self-evident that the carrying-out of this task is dependent upon the level of the specialist. This level depends on such factors as training (naturally the best specialized training),

intelligence, initiative, and self-reliance.

The lecturer on this subject fulfills an additional, pedagogical obligation. He must convince the specialist that it is possible to successfully defend against the effects of radioactivity and chemical weapons. Upon this depends the effectiveness of the specialist under war conditions. In addition the specialist himself must learn to influence the ship's crew to think along these lines.

The pedagogical responsibilities of the lecturer do not end with this. He is not only frequently together with the sailors during the training sessions but during recreation activities. He helps the weaker ones, gives them support, and makes it easier for them to understand the course material. This constant association with the men not only makes it easier to understand their personalities, capabilities, and interests, but strengthens the relationship between superior and subordinate and assures personal contact between them.

It is said of gunners that their aiming and firing are done by modern electronic devices. To a certain extent this is true. But Captain Łodziński correctly asserts that the higher the level of technical development in weaponry, the higher must be the intellectual level and level of training in today's gunners. The physical work of the seaman is more rapidly than ever turning into mental work with all its consequences, in particular regarding the specialist who is trained in the Center.

"Artillery has for many years been turning into a specialization which is becoming more and more technical," emphasizes Captain Łodziński. "We realize," he adds, "that weaponry itself is being revolutionized rather rapidly. I refer to the guided missiles that some armed forces possess. In this connection gunners must more and more become interested in radar, missile guidance, and the chemistry of rocket fuels. To be interested in means to understand. Understanding without the concomitant specialized knowledge is, however impossible."

In the opinion of those (who spend their time each day teaching others) connected with the few fields that have been discussed, the above comments far from exhaust the scope of the problem. After this conversation several comments were brought to the attention of the author, as well as several postulates, which are being considered and worked out in the Center. They are the following:

(a) The lecturers should decide who should become a specialist in what field, and pick the candidates themselves, (b) Men with a completed high school or trade school education and from regions with definite technical traditions should

be directed to the Center, (c) The lecturers should have the right to drop unsuitable candidates, (d) Psychotechnical tests should be recognized as significant elements of classification for future specialists, and (e) Lecturers should have the proper pedagogical preparation.

Not all the postulates are at the present time able to be realized practically, but all the more credit goes to the Piotrowskis, Łodzińskis, Eastas, Jędrzejewskis, and Markowskis who up to the present have been able to school and train so many fine specialists from the material that now comes into the navy.

Also praiseworthy is the enthusiasm of those people who are fully dedicated to their chosen branch of military science and who are making an unstinted and constant effort to furnish our navy and its ships with a sufficient number of specialists, even at great personal sacrifice. If someday during a training exercise or during a Navy Day parade we admire the skill and polish of the ship's crews, we shall remember those men of the Naval Specialists Training Center who laid the groundwork from which arose such mastery of naval technique. We will remember the instructors.

Military and Social Sciences Center

[Following is the translation of an article entitled "Ośrodek Nauk Społecznych i Wojskowych" (English version above) by Komandor podporucznik St. Woliński in Żołnierz Wolności (Soldier of Freedom), Warsaw, 1 September 1960, page 2.
CSO: 1196-S/c.]

It is said about Poland that this is a country of people going to school. This saying is valid also for our personnel. The Military and Social Sciences Center, which is located on Aleja 1 Armii Wojska Polskiego, has a particular significance for the officers of the Capital Garrison.

This organization is celebrating in September of this year its vigorous tenth anniversary. Originally organized as the Evening University of Marxism-Leninism connected with the former House of the Polish Army, it has gone through many changes. Two years ago its activities in the field of popularizing the social and military sciences among military personnel were broadened considerably.

The primary activity of the Center is a two-year advanced course for political officers, affiliated with the F. Dzierżyński Military Political Academy, as well as independent study of the military sciences.

The KDO (kurs doskonalenia oficerów -- advanced officers' course) was conducted last year following the identical program of the one-year course at the WAP (Wojskowa Akademia Polityczna -- Military Political Academy), differing only in the fact that the former was a two-year course. The students would meet at the Center every Saturday for eight hours of lectures. Besides that they would carry out their normal duties. The process is rapid, for several dozen officers currently undergoing combat training at one of the training camps will receive their diplomas in September.

The examination board, which is made up of staff members from the WAP, asserted that the results obtained by taking this course are no different from those obtained by those taking the course at the WAP. Those who received schooling at the Center have broadened their knowledge considerably, a factor which obviously will reflect on their professional duties. Perhaps it would be worth-while

mentioning this year's top students, who are the following: Captain Jerzy Łukowski, Lt. Colonel Julian Tobiasz, Major Tadeusz Buczek, and others.

We must also say a few words about the experience that has been gained from this two-year-course. It has been found, for example, that lessons on political economy contained at first too much discussion material which was suited rather for economists. The program was overloaded with lectures, while the students were more in need of section meetings and seminars. These errors have been rectified.

The examinations showed that everyone taking the course had mastered the material well and that they had developed the habit of self-regulated study.

The study of the military sciences is an example of how the Center aids officers to broaden their general military knowledge through independent study. The program of study was worked out in order to satisfy the special interests of those taking part in the course, who had, it must be pointed out, signed up on their own initiative.

What was taught to the participants of this course during the two years? The history of war and of the art of war, contemporary military technology and the history of military doctrines were taught, as well as military economics, general psychology with elements of military psychology, and international law as it applies to war. It can be said that these are actual problems in the daily routine of today's active officer, whether he be in the armored, artillery, or communications branch.

The names of the lecturers leave room for no doubt as to the level of the lectures and seminars: Col. Magister Rozen-Zawadzki, Major Magister Sikorski, Col. Dyplomowany Palkiewicz and Professor Col. Wachtel. The directors of the Center name Major Dybsza, Lt. Col. Praga, Lieutenant Ambrozak, and Col. Łukowski as the outstanding students. It is characteristic that a particularly large group is made up of officers from the Zegrz officers' communications school, great praise for which is due the commandant of that school. He furnished them with the necessary conditions for undertaking studies connected with means of communication. It should be mentioned that it is not easy for a man having definite service responsibilities (and usually also family responsibilities) to forget for several years about everything pleasant that can come at the end of a work-day: fun and relaxation. It is difficult for a man who is frequently more than thirty years old to bend over textbooks and papers for hours on end with the aim of educating himself. Because of this these people deserve the highest praise.

An undeniable fact is immediately apparent to anyone who glances through the military sciences study program. It would pay to supplement it with such subjects as tactics (at the regiment level), topography, military geography, modern army weapons, etc. Then everyone taking the course (I have in mind those who work in the central departments of the MON (Ministerstwo Obrony Narodowej -- Ministry of National Defense) would receive, without being taken away from his normal work, a considerable backlog of general military knowledge not too much different (less specialized) from that which students receive in the infantry KDO connected with the General Staff Academy.

To continue, would it not be worth while, having amplified the Military Science Study Program with additional subjects, to place it under the supervision of the General Staff Academy and to reform it into an advanced course like the one for political officers? The officers of the Capital Garrison would gain much from this. What have the specialists from the schooling inspectorate to say about such a suggestion?

The Warsaw Military and Social Sciences Center has still another field of activity, which is the organization of various means of aiding students at institutions of higher learning. During the past academic year the Center organized lectures, consultations, information sessions and seminars for military students of law, economics, and history, as well as for Master's candidates in the department of political economy.

It happens that the supervision of the Center over correspondence students was organized at the same time. The great majority of students complete their studies, although in past years this was not always the case. The chairmen of many departments at institutions of higher learning agree that formerly a very small percentage of students who were military personnel continued and completed their course of studies.

What can be said about future aims? The Center considers as its primary task that of providing comprehensive aid above all to party schooling.

In the area of politico-ideological education the personnel of the Center would like above all to offer comprehensive aid to officers by putting into motion a two-year study of Marxism-Leninism for members of party units and the party active. It is also intended in particular to aid political economy and philosophy study groups, which will soon be formed on the order of the GZP (Główny Zarząd Polityczny -- Chief Political Administration) through the organization of lectures and other activities.

It is clear that the work of the KDO and the Military Science Studies will continue, as will activities with students in institutions of higher learning.

The school year in the Military and Social Sciences Center will soon begin. The brief treatment of its activities presented here give testimony to the effect that the fruitful work of the Center should be developed to its fullest potential. In addition the officers of the Capital Garrison, those who are studying as well as those who are not yet continuing their education, should drop into the building at Aleja 1 Armii 12a more often in order to seek aid in their studies and to receive this aid. Each of us is in a position to forge his own knowledge, and the Center is there as an anvil for all to use.

ROMANIA

Decree Amending Articles 12, 20, and 50
and Repealing Articles 32 and 33
of Decree 468/1957, on Military Service Regulations

[Following is the translation of a decree entitled "Decret pentru modificarea articolelor 12, 20, si 50, precum si pentru abrogarea articolelor 32 si 33 din Decretul nr. 468/1957 privind reglementarea indeplinirii serviciului militar" (English version above) in Buletinul Oficial (Official Bulletin of the Grand Assembly of the Rumanian People's Republic), Vol IX, No 3, Bucharest, 4 March 1960, pages 13-14. CSO: 1166-S.]

The presidium of the Grand National Assembly of the Rumanian People's Republic decrees:

Article 1: That articles 12, 20 and 50 of Decree Number 468, which regulates the fulfillment of military service, published in the Official Bulletin, Number 27, 3 October 1957, with subsequent changes, be amended and read as follows:

"Article 12: The length of active military service shall be two years for all branches of the service, except for active servicemen called-up for the naval service, for whom the length of active military service shall be three years.

"The active-service period shall be counted as beginning on the first day of the month following call-up.

"If the need should arise, the active military service period can be extended for a maximum of nine months, namely: for the first three months by order of the Minister of the Armed Forces; and for the following six months by a decision of the Council of Ministers.

"Students at higher educational institutions and higher schools equivalent to higher education shall fulfill their military service during their schooling under the conditions and norms to be established by decision of the Council of Ministers concerning the military training of students."

"Article 20: Deferment from call-up shall be granted as follows:

"a) To students of middle schools or schools equivalent to them, of day schools, evening schools, and correspondence schools, until graduation from school.

"b) To students of day schools, evening schools, or correspondence schools, and of higher educational institutions and schools

equivalent to them, until graduation from the respective institution.

"In the event studies are interrupted without legal justification, or in the event of expulsion, students falling in the categories a) and b) above lose the right to deferment for reason of studies and are called-up under the conditions established for all youths.

"Also, students who have been excluded from military training for lack of interest, unexcused absences and serious breaches of discipline lose the right to deferment for study and are called-up under the conditions established for all youths. In this case the time spent in military training under the special system is not considered as military service fulfilled.

"c) To qualified workers and specialists who are absolutely necessary to the national economy.

"The number and categories of qualified workers who can be deferred shall be established annually by decision of the Council of Ministers.

"Youths deferred from call-up under the conditions established in this article who have reached the age of 26 years are not called-up and are transferred to the second category [of reserves], and those who have been called up previously are discharged upon reaching this age."

"Article 50: Reserve officers, generals, and admirals shall be procured from the following:

"a) Active duty officers, generals, and admirals transferred to the reserves;

"b) Sergeants who, in the last year of active military service, completed the short course for reserve officer training and who passed the reserve officers test. The rank of reserve junior lieutenant (sublocotenent) is awarded to those who pass this test; those who do not pass the reserve officers test retain the rank held at the beginning of the course;

"c) Active duty non-commissioned officers who, upon transfer to the reserves, pass the reserve officers test;

"d) Reserve privates, corporals, and sergeants who train to become reserve officers by concentrations [short active duty periods for reserves] under Article 49 of this decree;

"e) Students who underwent military training under special conditions, passed the graduation test for military training, and were awarded the rank of reserve junior lieutenant; and

"f) Women who have had the special training required by Article 44 of this decree."

Article 2: Articles 32 and 33 of Decree Number 468 of 3 October 1957, concerning the fulfillment of military service, are repealed.

Article 3: The change-over from the present period of military service to the period indicated in this decree shall terminate on 1 November 1961.

Ion Gheorghe Maurer, President of
the Presidium of the Grand National
Assembly, Bucharest, 26 February
1960.

Gheorghe Stoica, Secretary
of the Presidium of the
Grand National Assembly

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